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Plan of the book

Unit	Title	Reading texts	Reading skills	Vocabulary	Listening
1	A World of English	1 The Wonder of Language 2 An English-Speaking World	Skimming Scanning Checking details Making inferences Identifying opinions	Collocations Word parts: <i>equa/equi</i> Example: <i>equivalent</i>	Discussion dictation Listen to readings online
2	Disappearing Languages	1 The Rise and Fall of Languages 2 The Killer Language	Skimming Scanning Checking details Cause and effect Making inferences	Collocations Word parts: <i>prim</i> Example: <i>primary</i>	Discussion dictation Listen to readings online
3	Where Are All the Babies?	1 Population Pyramids 2 Fewer and Fewer Babies	Skimming Scanning Checking details Reference words Making inferences	Collocations Word parts: <i>pre</i> Example: <i>previous</i>	Discussion dictation Listen to readings online
4	Our Crowded Earth	1 Population Growth 2 Exploding Population	Skimming Scanning Checking details Making inferences Identifying purpose	Collocations Word parts: <i>ex</i> Example: <i>expansion</i>	Discussion dictation Listen to readings online
5	The Price of Excellence	1 Sports and Competition 2 The Search for Speed	Skimming Scanning Checking details Cause and effect Making inferences	Collocations Word parts: <i>pend/pent</i> Example: <i>suspend</i>	Discussion dictation Listen to readings online
6	Do Great Athletes Deserve Great Salaries?	1 The Economics of Sport 2 Salaries of Top Sportspeople	Skimming Scanning Checking details Pronouns Making inferences	Collocations Word parts: <i>tract</i> Example: <i>attract</i>	Discussion dictation Listen to readings online

		Critical thinking	
Research skills	Writing	Skills	Speaking
Information gathering <ul style="list-style-type: none"> Identifying loanwords and their meanings Interpreting and reporting results <ul style="list-style-type: none"> Comparing meanings Discussing differences 	Writing a short paragraph Pros and cons of English as a world language	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Discussion <ul style="list-style-type: none"> Pros and cons of English as a global language Reaching a group consensus Quotable Quotes <ul style="list-style-type: none"> Discussing students' attitudes to use of English
Information gathering <ul style="list-style-type: none"> Rating jobs that need English Interpreting and reporting results <ul style="list-style-type: none"> Comparing lists Predicting the future 	Writing a short paragraph Pros and cons of English as the dominant world language	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Presentation <ul style="list-style-type: none"> English as the Global Language Tip: Use of gestures in presentations Quotable Quotes <ul style="list-style-type: none"> Discussing whether everybody in the USA should speak English
Information gathering <ul style="list-style-type: none"> Group survey on family size Interpreting and reporting results <ul style="list-style-type: none"> Analyzing data relating to population pyramids Analyzing and explaining charts 	Writing a short paragraph Summarizing pros and cons of population changes	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Presentation <ul style="list-style-type: none"> Effects of population changes on countries Tip: Presentation structure Introductions and conclusions Quotable Quotes <ul style="list-style-type: none"> Discussing implications of low birthrates
Information gathering <ul style="list-style-type: none"> Group survey on future family size Interpreting and reporting results <ul style="list-style-type: none"> Comparing results with the national birthrate 	Writing short statements Consequences of population growing or decreasing	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Discussion <ul style="list-style-type: none"> Matching speakers to statements Discussing the statements and reporting to the class Quotable Quotes <ul style="list-style-type: none"> Discussing the decision to have children
Information gathering <ul style="list-style-type: none"> Methods to help athletes perform their best Interpreting and reporting results <ul style="list-style-type: none"> Comparing methods Assessing their impact 	Writing a short paragraph Expressing an opinion about competition and sports	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Discussion <ul style="list-style-type: none"> Considering statements about competition and cheating Finding out and reporting the majority view Quotable Quotes <ul style="list-style-type: none"> Discussing what motivates successful people
Information gathering <ul style="list-style-type: none"> Ranking sportspeople students would pay to see Interpreting and reporting results <ul style="list-style-type: none"> Comparing sportspeople and sports 	Writing a short paragraph Summarizing arguments about paying athletes high salaries	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Discussion <ul style="list-style-type: none"> Ranking factors for paying high salaries Discussing salaries paid for different jobs Quotable Quotes <ul style="list-style-type: none"> Discussing the contradictions between sport and money

Plan of the book

Unit	Title	Reading texts	Reading skills	Vocabulary	Listening
7	The Inconvenient Truth of Climate Change	1 What Is Global Warming? 2 Hotter and Hotter	Skimming Scanning Checking details Reference words Identifying opinions	Collocations Word parts: <i>dict</i> Example: <i>predict</i>	Discussion dictation Listen to readings online
8	The Global Warming Myth?	1 The Meaning of Myth 2 The Myth of Global Warming?	Skimming Scanning Checking details Identifying reasons Identifying opinions	Collocations Word parts: <i>pro</i> Example: <i>prospect</i>	Discussion dictation Listen to readings online
9	Changing Ideas of Beauty	1 Beauty 2 What Is Beauty?	Skimming Scanning Checking details Cause and effect Making inferences	Collocations Word parts: <i>dis</i> Example: <i>disagree</i>	Discussion dictation Listen to readings online
10	Is Beauty Skin Deep?	1 Improving on Nature? 2 The Never-Ending Desire for Beauty	Skimming Scanning Checking details Cause and effect Making inferences	Collocations Word parts: <i>poly</i> Example: <i>Polynesia</i>	Discussion dictation Listen to readings online
11	Vegetarianism	1 A Vegetable Diet 2 Vegetarianism: The Healthy and Moral Choice	Skimming Scanning Checking details Identifying reasons Making inferences	Collocations Word parts: <i>kilo</i> Example: <i>kilogram</i>	Discussion dictation Listen to readings online
12	Animals as Food	1 Meat Made Man 2 Animal Slaves	Skimming Scanning Checking details Identifying reasons Making inferences	Collocations Word parts: <i>ab</i> Example: <i>abuse</i>	Discussion dictation Listen to readings online

		Critical thinking	
Research skills	Writing	Skills	Speaking
Information gathering <ul style="list-style-type: none"> • Carbon footprints Interpreting and reporting results <ul style="list-style-type: none"> • Comparing the efficiency of different forms of transport 	Writing a short paragraph Summarizing opinions about global warming	Identifying fact or opinion Categorizing statements on a scale	Discussion <ul style="list-style-type: none"> • Answering questions on aspects of global warming • Reporting results of discussions Quotable Quotes <ul style="list-style-type: none"> • Discussing effects of global warming on society
Information gathering <ul style="list-style-type: none"> • Matching movies to disasters Interpreting and reporting results <ul style="list-style-type: none"> • Discussing why people watch disaster movies 	Writing a short paragraph Describing a graph showing changes in the earth's temperature	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Presentation <ul style="list-style-type: none"> • What is an ideal climate? Tip: Good posture in presentations Quotable Quotes <ul style="list-style-type: none"> • Discussing the leadership role of the USA on the issue of global warming
Information gathering <ul style="list-style-type: none"> • Ranking attractive features in people Interpreting and reporting results <ul style="list-style-type: none"> • Comparing rankings and drawing conclusions 	Writing a short paragraph Summarizing opinions about staying beautiful and the money spent on it	Identifying fact or opinion Categorizing statements that the author might make	Presentation <ul style="list-style-type: none"> • Using questions about the nature of beauty as the basis for a presentation Tip: Openers and closers in presentations Quotable Quotes <ul style="list-style-type: none"> • Discussing whether beauty is just physical
Information gathering <ul style="list-style-type: none"> • Group survey on attitudes to physical features Interpreting and reporting results <ul style="list-style-type: none"> • Comparing survey results about appearance 	Writing a short paragraph The consequences of altering one's appearance	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Discussion <ul style="list-style-type: none"> • How important is appearance in professional life? Quotable Quotes <ul style="list-style-type: none"> • Discussing making changes in life that are permanent
Information gathering <ul style="list-style-type: none"> • Meat consumption by students Interpreting and reporting results <ul style="list-style-type: none"> • Comparing results • Analyzing meat consumption worldwide 	Writing short statements Pros and cons of vegetarianism	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Discussion <ul style="list-style-type: none"> • Considering statements about vegetarianism • Reporting results of discussions Quotable Quotes <ul style="list-style-type: none"> • Discussing whether an animal's life is as valuable as a human's
Information gathering <ul style="list-style-type: none"> • Listing animals and their uses Interpreting and reporting results <ul style="list-style-type: none"> • Comparing lists • Discussing how the use of animals has changed 	Writing a short paragraph Arguments for and against using animals	Identifying fact or opinion Categorizing statements: positive, neutral, negative	Discussion <ul style="list-style-type: none"> • Answering questions related to the use of animals by humans Quotable Quotes <ul style="list-style-type: none"> • Discussing arguments against keeping pets

To the teacher

Welcome to *In Focus*, a multi-level, corpus-informed course aimed at high school and university students. *In Focus* is designed to build all four skills, while also systematically developing knowledge of core vocabulary and students' critical thinking skills. Each Student Book contains 12 topic-based units, which are divided into six general themes. It provides two units in a row on each theme to help better develop students' critical thinking skills on these issues.

In Focus is supplemented by a range of free online learning components, which provide great flexibility and help to speed language acquisition.

We have created a unique lexical syllabus containing the most important words for second language learners of English. The authors of this series are also the creators of the New General Service List Project (www.newgeneralservicelist.com), a collection of corpus-based word lists, each providing the highest coverage in the world for that specific genre. The syllabus for *In Focus 2* is based on the New General Service List (NGSL), a list of approximately 2,800 words that allows learners to understand approximately 92 percent of the words in most texts of general English. These are nearly all the words learners will ever need (not bad, if you consider there are more than 600,000 words in English!). In each level of *In Focus*, 120 of these words are taught in depth (10 per unit). In *In Focus 1* and *In Focus 2*, these words are taken from the NGSL, while in *In Focus Academic 1*, they are taken from the New Academic Word List (NAWL). Students can use the free online tools and resources developed especially for *In Focus* to learn additional unknown words from our NGSL and NAWL word lists.

All readings and written materials are graded to contain a very high percentage (90–95%) of high-frequency words from the NGSL. This helps develop students' reading fluency and confidence.

Though *In Focus* can be used as a standalone textbook, dedicated online elements enable students to personalize and extend their learning beyond the classroom. Among the online components are interactive flashcards, interactive dictionaries that show the keywords being used in authentic video clips, crossword and word search puzzles, speed reading exercises, supplemental graded readings for each unit, vocabulary worksheets, and audio recordings of all reading texts.

In Focus 2 is designed for students at an intermediate level. Each unit is designed to help your students build both their knowledge as well as their ability to think critically about a wide range of important topics. The topics covered are English as a global language, over- and under-population, salaries and drug use in sports, global warming, ideas of beauty, vegetarianism, and factory farming. Language prompts are provided throughout to help students express themselves.

The *In Focus* Teacher's Manual contains full step-by-step teaching notes, unit-by-unit summaries, language notes, tips, extension activities, options for assessment, and a complete answer key.

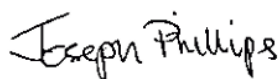
We hope you and your students enjoy using *In Focus*.



Charles Browne



Brent Culligan



Joseph Phillips

How a unit works

All units in *In Focus* are eight pages long and follow a similar format. An audio icon reminds students they have the option of listening to the reading texts (available free from the website).

Unit organization

	Objective	Section
Page 1	Warm up Schema building Real world connections	1 Critical cartoons Warm up Media link
Pages 2–3	Vocabulary development Reading Speaking	2 Core vocabulary Skimming and scanning Words in context: collocations Word parts Discussion dictation
Pages 4–5	Reading Reading skills Speaking	3 Reading skills Pre-reading Reading Checking details; Making inferences; Identifying opinions/purpose/reasons; Cause and effect; Reference words; Pronouns Discuss it
Page 6	Gathering, comparing, and analyzing information Speaking	4 Researching a topic Information gathering Interpreting and reporting results
Pages 7–8	Critical thinking skills Writing Discussion	5 Critical thinking Fact or opinion? Categorizing Writing Discussion; Presentation Quotable Quotes

Unit sections

1 Critical cartoons

This is a short speaking activity centered on a cartoon related to the topic of the unit. All cartoons are authentic cartoons, and each was carefully chosen to represent the unit topic. Questions help activate schema and develop critical thinking skills.

2 Core vocabulary

Each unit teaches 10 important words from the New General Service List (NGSL). The section begins with a short reading passage (approximately 250 words) on an aspect of the unit topic that contextualizes the 10 keywords. A series of learning activities focuses on developing knowledge of collocations and analyzing and understanding word parts. This gives students practice using the words introduced in the unit. It also develops vocabulary learning skills and strategies that will be useful when encountering new words not introduced in the unit. A speaking activity rounds off this section.

3 Reading skills

Students work with a longer text (approximately 500 words) that gives a different or expanded point of view on the topic of the unit. This exposure to multiple points of view is a key aspect of developing skills in critical thinking. All 10 keywords appear in the second reading as well, providing additional in-context information about how the words are used. This is followed by a series of carefully structured activities including pre-reading, comprehension, making inferences, and identifying opinions. The section culminates in a short discussion.

4 Researching a topic

Since information from various points of view is crucial to thinking critically about an issue, the pair or group activities in this section encourage gathering further information related to the topic. This is followed by interpretation and presentation of the information collected.

5 Critical thinking

Through pair, group, and open class work, students are encouraged to develop critical thinking skills, such as identifying the difference between statements of fact and opinion, analyzing charts, and categorizing data. A language model helps students to write a short paragraph and express their opinions on the topic. The final page brings the content of the unit together in a discussion or presentation about the topic. Useful language prompts help students where necessary.

6 Quotable quotes

This final section introduces a quote on the topic of the unit, in most cases by a famous person. Several thought-provoking questions on the quote conclude the unit. This section can be done in class as a short discussion activity or as a writing assignment outside the class.

To the student

Welcome to *In Focus*, a multi-level course for high school and university students. We have designed this series to help you build your vocabulary, work on all four basic skills (reading, writing, speaking, and listening), and help improve your discussion and presentation skills. *In Focus* will also help you think critically, which is a very important general academic skill. In each Student Book you will find 12 topic-based units. In addition to the Student Book, there is a range of free online components, which will help you focus on what you really need, learn more quickly, and become a more independent learner.

For *In Focus*, we have created a unique vocabulary syllabus containing the most important vocabulary words for learners of English. This list has a total of about 2,800 words, which are nearly all the words you will ever need. If you know these words, you will understand 92 percent of the words in most texts of general English (not bad, if you think that English has over 600,000 words!). You will learn 120 of these words in each book, 10 per unit. You can use the website and online tools developed especially for *In Focus* to learn the rest of the 2,800 words efficiently and enjoyably. Online, you will find a range of activities such as vocabulary puzzles, games, flashcards, and audio recordings of the reading texts.

In Focus 2 is designed for students at an intermediate level. Each unit will help you build your knowledge about a wide range of interesting topics as well as help you think critically about these topics. You will study and discuss issues such as English as a global language, over- and under-population, salaries and drug use in sports, global warming, ideas of beauty, vegetarianism, and factory farming. In every unit, we also provide you with useful language and expressions where needed to help express yourself better.

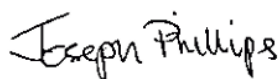
We wish you good luck using *In Focus*. We are sure that the book and the online materials will help you to learn English quickly and in a fun way!



Charles Browne



Brent Culligan



Joseph Phillips



"Get off that table!
Don't you understand
plain English?"

In this unit, you will:

- read an article about language development.
- read an article about the English-speaking world.
- discuss the pros and cons of English as a world language.

1 Critical cartoons

A Warm up

Work with a partner or in a small group. Look at the information on this page and the cartoon. Discuss the questions below.

- 1 How many countries can you name where English is spoken as a first or second language?
- 2 Have you ever met an English speaker who expects others to be able to speak English? Why do you think they might have that attitude?
- 3 Think about the use of English among your grandparent's generation, your parent's generation, and your own. How has it changed?
- 4 What is the message of the cartoon?
What is the connection to the unit topic?

English is spoken as
a first language in ...

I guess some English
speakers think ...

One way the use of
English has changed is ...

Maybe the message
of the cartoon is ...

MEDIA link



Fry's Planet Word (2011) is a five-part documentary series written by actor and writer Stephen Fry. It explores language and its role in human history. Episode 4, "Spreading the Word," examines the influence of English as a world language. It looks at how technology influences language evolution and spread.

For additional media links, go to infocus-eltseries.com

2 Core vocabulary

A Skimming and scanning

- 1 Find and underline the keywords in the passage. Try to guess their meanings.

Keywords

acquire	equivalent	estimate	exposure	multiple
per	regional	researcher	retain	struggle



The Wonder of Language



We all speak one. Every day, people communicate with one another using language. From the thousands of words we know, we easily find the words we need and arrange them into sentences to give our opinions or make requests. Some researchers who study how we acquire language, like the well-known writer on language Steven Pinker, estimate that

people know about 50,000 to 60,000 words by the age of 20. That is roughly equivalent to learning eight or nine words per day from birth.

This amazing process begins from the day we are born. Children who have not yet learned to speak listen to their mothers, fathers, brothers, and sisters talk to them. This early exposure introduces the child to the sounds of their language. This is when they begin to acquire their regional accent. We are all amazed at how little American babies sound American, while little English babies speak with a British accent.

By the time children become three, they have usually learned many thousands of words. Children have heard some words multiple times, so it is not surprising that they know them. Other words children may hear only once, but they retain the meaning. Some words are difficult, and the child has to struggle to say the word but still has no problem remembering its meaning.

Learning a foreign language may be difficult, but it is important to remember that people are born to communicate through speech. It is a gift we all have.

- 2 Read the statements below. Which best describes what this text is about? Circle A, B, or C. Then explain your answer to a partner.

- A How we learn foreign languages
- B How children acquire their accents
- C How we learn our own language

B Words in context: collocations

1 Look at the text on page 2. Find the keywords that form collocations with the words below.

- 1 researchers _____ 3 _____ day
2 roughly _____ 4 _____ accent

2 Match the four keywords with the words below to make new collocations.

- 1 _____ costs 5 average _____
2 _____ amount 6 cash _____
3 _____ government 7 _____ director
4 _____ month 8 _____ year

collocations

Collocations are common word combinations. For example, the verb *express* is often found with the noun *opinion*, as in *express your opinion*.

C Word parts: *equa/equi* Example: *equivalent*

Words with *equa/equi*

adequate equation equator equidistant equinox equivalent inequality

1 Use the words in the box to complete the sentences below. Try to guess the meaning of any words you don't know.

- 1 A kilogram is roughly _____ to two pounds.
2 When something is _____, it is enough for a situation.
3 A mathematical statement in which both sides are the same is an _____.
4 We can see _____ in a society when groups of people are treated differently.
5 When a place is the same distance from two other places, we can say they are _____.
6 The invisible line that divides the earth into northern and southern halves is called the _____.
7 The time when the sun is directly over the equator and night and day are the same length is called an _____.

2 Work with a partner. What do you think *equa/equi* means? Write your guess below. Then check your answer with another partner.

I think *equa/equi* means _____



D Discussion dictation

1 Listen and write down the questions. Then discuss them in small groups.

- 1 How _____?
2 How _____?
3 What _____?

2 Form new groups and compare your answers.

3 Reading skills

A Pre-reading

- 1 Quickly scan the text and circle the 10 keywords.
- 2 How many people around the world do you think are learning English?
- 3 Why do you think English has become an international language?

B Reading

Read the text and check your answers to the pre-reading questions above. Then highlight an interesting idea in each paragraph.



An English-Speaking World

English is widely spoken in many countries around the world and is an official language in more than 50. Many of these countries are former colonies of Britain and retained English after independence. But

5 even Rwanda, the former French-speaking colony of Belgium, has adopted English as an official language. English has truly become an international language. Researchers at the British Council estimate that it is spoken as a first language by 375 million people

10 and as a second language by another 375 million. Meanwhile, over 750 million people speak it as a foreign language, and this number is growing rapidly. In China, there are an estimated 400 million English language learners. According to the British Council,

15 two billion people around the world are attempting to acquire English, and one in four can speak some English.

When the captain of a Mexican passenger plane flies into an airport in France or Germany, he or

20 she communicates with the air traffic controller in English. It is easy to understand why: the pilot may not speak French or German, the air traffic controller may not speak Spanish, and it is necessary to confirm details about the flight. However, in the equivalent

25 situation, when the same plane lands in Argentina or Colombia, the pilot again communicates with the ground in English, even though both the pilot and the ground controller have Spanish as their mother tongue. This is just one example of how English is

30 used as the standard international language around the world. Today, three-quarters of the world's mail, most books, and many of the world's newspapers and magazines are written in English. More than half of the world's websites are in English, and over 100 new



English websites are created per minute. Eighty percent

35 of international organizations use English as an official language, including the United Nations, the European Union, and the International Olympic Committee. English is the most important language in science: half the world's scientific papers are written in it. Finally, in the

40 world of entertainment, it is impossible to avoid exposure to English. Hollywood movies sell the most tickets in cinemas, and popular songs in countries from Sweden to Japan are sung in English.

English is an international language because of two main

45 regional influences. The first is the rule of the British Empire, which at its peak in 1922 governed a fourth of the world's area and a fifth of its population. The second is the power of American companies that spread around the world after World War II.

50

English is not just an international language because it is spoken all over the world. English now belongs to the world. People all over the world don't just struggle to learn it to get better jobs. They add words and expressions of

55 their own, and they are changing the language in multiple ways. This helps to make English a true world language. English as a world language allows all countries to be part of the world community, and this benefits us all.

C Checking details

Read the questions below and circle the correct answers according to the text.

- 1 Which of the following statements is true?
 - A There are more speakers of English as a first language than as a second language.
 - B The majority of English speakers speak it as a first language.
 - C Approximately 25 percent of people in the world can speak some English.
 - D Nearly 50 percent of international organizations use English as an official language.
- 2 Which of the following statements is NOT true?
 - A Many former British colonies kept English as an official language after independence.
 - B A former French colony has English as an official language.
 - C Mexican pilots speak English when communicating with air traffic controllers in Colombia.
 - D Most of the world's books are written in English.

D Making inferences

Read the sentences below and circle the correct answers according to the text. (There may be more than one correct answer.)

- 1 People around the world want to acquire English because ...
 - A they want to understand Hollywood movies.
 - B air traffic controllers need English.
 - C they want better jobs.
 - D they want to learn about American companies.
- 2 Which of these changes are likely to take place in the future?
 - A English vocabulary will grow.
 - B English won't be spoken at meetings of the Olympic Games Committee.
 - C Pilots will choose which language to speak when they are in the air.
 - D English will become a world language.

E Identifying opinions

Work with a partner and answer the question below. Check (✓) the boxes.

In this article, how can the author's point of view best be described?

- | | | | |
|----------------|-----------------------------------|----------------------------------|-----------------------------------|
| Paragraphs 1–4 | <input type="checkbox"/> positive | <input type="checkbox"/> neutral | <input type="checkbox"/> negative |
| Paragraphs 5 | <input type="checkbox"/> positive | <input type="checkbox"/> neutral | <input type="checkbox"/> negative |

Discuss it



Work with a partner or in a small group. Ask and answer the questions below.

- 1 Look back at the ideas you highlighted in the text. Are they the same?
- 2 Give at least two examples of the spread of English in your country.
- 3 Are there any languages that could one day compete with English? Explain which language and why or why not.



4 Researching a topic

A Information gathering

- 1 Work in small groups. Use the pictures below to identify words English has borrowed from other languages. Can you guess which language they came from?



A _____



B _____



C _____



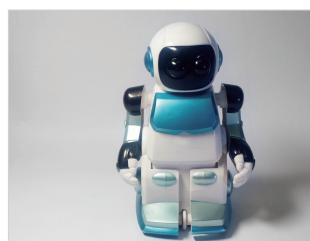
D _____



E _____



F _____



G _____



H _____

- 2 Think of six words from your language that came from English. Then look up the meaning of the words in English in a dictionary or online. Complete the table below.

Borrowed word	Meaning in your language	Meaning in English
1		
2		
3		
4		
5		
6		

B Interpreting and reporting results

Form new groups and compare your findings. Discuss the questions below.

- Which meanings are the same in both English and your language? Can you think of any that are different?
- Why do you think the meaning of some borrowed words is different in your language?
- Do you think borrowed words help you acquire English more easily? Why or why not?

One word with different meanings is ...

Perhaps the first users of the word didn't ...

We think that borrowed words don't always help because ...

5 Critical thinking

A Fact or opinion?

There are many different points of view on the topic of English. Work with a partner and decide if the following statements are fact (F) or opinion (O).

- 1 Spanish sounds more beautiful than English. _____
- 2 Chinese is the most difficult language to learn. _____
- 3 English has more words than most other languages. _____
- 4 English has borrowed words from many other languages. _____
- 5 British English is easier to understand than American English. _____

B Categorizing

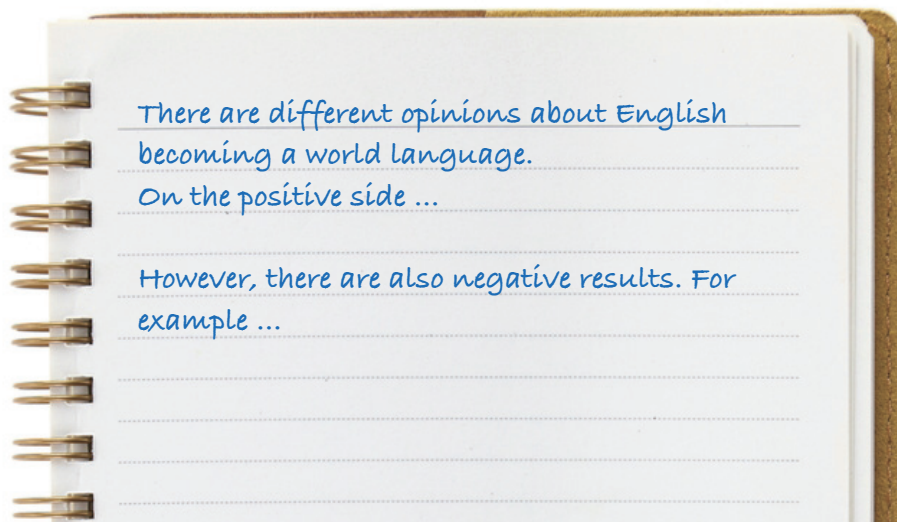
- 1 Decide if the statements below sound positive, neutral, or negative. Put checks (✓) in the boxes. Underline any words in the sentences that support your choice.

	Positive	Neutral	Negative
1 English is spoken widely throughout the world.			
2 The spread of English is destroying many languages and cultures.			
3 English as an international language will lead to world peace.			
4 Pilots flying Mexican planes in France or Germany always use English.			
5 It is impossible to escape English in the world of entertainment.			

- 2 Compare your answers with a partner and explain your reasons.

C Writing

Look back at the statements in B above. Write a short paragraph about the positive and negative results of English becoming the world language. Use the model below.



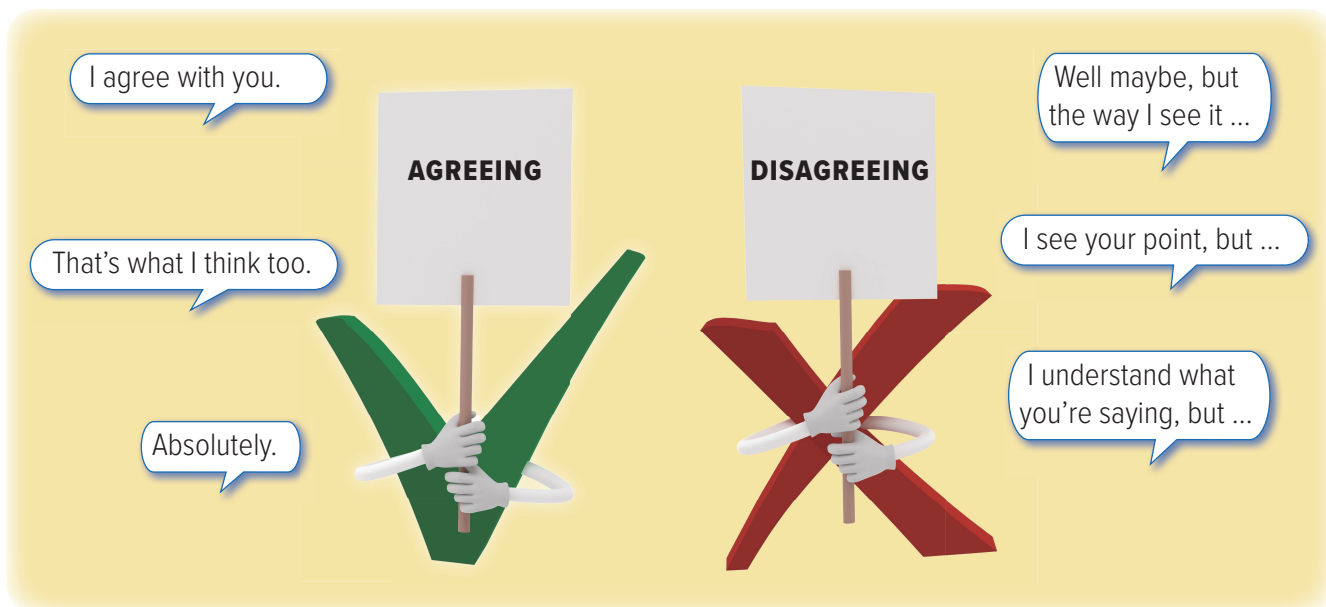
D Discussion

- 1 In C, you wrote about the positive and negative results of English being the world language. Now read the statements below about language from young people around the world. Discuss them in small groups. Do you agree or disagree? Share your opinions and ask follow-up questions.

“English helps speed globalization and economic development. That’s a good thing.”

“English as a global language gives English speakers an unfair advantage.”

“If English spreads everywhere, then so does Western culture. That makes the world a worse place.”



- 2 Now agree on a group opinion for each point. Share your results with the class. Each group should present one idea.

We felt that ... because ...

Overall, we believe that ...

We don't think that ...

Quotable quotes Final thoughts ...

Learn a new language and get a new soul.

Czech proverb*

- 1 How is this quote connected to the topic of the unit?
- 2 Do you feel or act differently when you speak English? In what way?
- 3 Is the growth of English in your country changing your culture? If so, how?

*proverb (n): a well-known statement that often gives advice; a saying



Core vocabulary: keywords

Unit-by-unit list

Unit 1

acquire
equivalent
estimate
exposure
multiple
per
regional
researcher
retain
struggle

Unit 2

absolutely
administration
cite
collapse
dominate
elementary
outcome
primary
severe
vital

Unit 3

era
estate
forecast
household
increasingly
largely
previous
rural
ultimately
wage

Unit 4

critic
decade
expansion
guarantee
launch
overall
reduction
secure
settlement
southern

Unit 5

ban/banned
boost
consequence
current
extremely
facility
historic
suspend
tournament
yield

Unit 6

analysis
annual
budget
compensation
controversial
debt
profit
recruit
revenue
sum

Unit 7

conclude
massive
pace
predict
significant
stem
substantial
tackle
thus
voter

Unit 8

acknowledge
advocate
alternative
dispute
extraordinary
flood
initial
prisoner
prospect
theory

Unit 9

approve
assess
asset
comparison
guard
investigation
obviously
priority
truly
virtually

Unit 10

context
elsewhere
equipment
pose
procedure
prompt
represent
restore
surgery
urge

Unit 11

appropriate
capture
crops
declare
decline
eliminate
pursue
religious
requirement
threaten

Unit 12

abuse
alongside
circumstance
complaint
investment
purchase
shareholder
sort
strategy
vehicle

Alphabetical list

A

absolutely
abuse
acknowledge
acquire
administration
advocate
alongside
alternative
analysis
annual
appropriate
approve
assess
asset

B

ban/banned
boost
budget

C

capture
circumstance
cite
collapse
comparison
compensation
complaint
conclude
consequence
context
controversial
critic
crops
current

D

debt
decade
declare

decline
dispute
dominate

E

elementary
eliminate
elsewhere
equipment
equivalent
era
estate
estimate
expansion
exposure
extraordinary
extremely

F

facility
flood
forecast

G

guarantee
guard

H

historic
household

I

increasingly
initial
investigation
investment

L

largely
launch

M

massive
multiple

O

obviously
outcome
overall

P

pace
per
pose
predict
previous
primary
priority
prisoner
procedure
profit
prompt
prospect
purchase
pursue

R

recruit
reduction
regional
religious
represent
requirement
researcher
restore
retain
revenue
rural

S

secure
settlement

severe
shareholder
significant
sort
southern
stem
strategy
struggle
substantial
sum
surgery
suspend

T

tackle
theory
threaten
thus
tournament
truly

U

ultimately
urge

V

vehicle
virtually
vital
voter

W

wage

Y

yield